



EGYPTOMANIA: Introduction to Daily Life

Program One

Grades 2-6

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Objects:

Piece of sandstone will be sent by mail.

Teacher note:

Please bring the enclosed sandstone to your distance learning classroom so it can be passed around during the lesson. Also, please provide each student with a photocopy of the **Egyptian Daily Life Chart** to fill out during the distance learning lesson.

How to Prepare Your Class for the Distance Learning Presentation

Teacher Information will be sent or made available to you prior to the program.

Please familiarize yourself with the materials and discuss them with your class.

Have the Teacher Information Packet (T.I.P.) materials on hand in the classroom, ready for the program. These materials may be used during the videoconference.

Be prepared to facilitate by calling on students yourself during the lesson. Students are sometimes initially shy about responding to questions during a distance learning lesson.

Explain to students that this is an interactive medium and encourage them to ask questions.

Reinforce topics discussed in the program by asking students to complete some of the suggested pre- and post-conference activities in the Teacher Information Packet.

We ask teachers, after the program, to please fill out the Evaluation Form and return it to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Thank You!



EGYPTOMANIA: Introduction to Daily Life

Program One

Grades 2-6

Teacher Information Guide

The Greek historian Herodotus called the land of Egypt *the gift of the Nile*. Thanks to its fertile soil and abundant water, the Nile river valley and delta made Egypt home of the richest farmland in the ancient world. Coupled with harsh desert borderlands that protected against invasion, the land of Egypt provided the foundation for a civilization that flourished for over 2,000 years.

Program Objectives:

1. To introduce basic information about the natural environment of ancient Egypt in the context of the art and artifacts of Egyptian civilization.
2. To acquaint students with aspects of daily life, including food, clothing, shelter, and recreation.
3. To illustrate some of the problems ancient Egyptians faced and examine ways in which they were handled.
4. To investigate ways in which our contemporary society compares and contrasts with that of ancient Egypt.

National Education Standards:

For Fine Arts - Visual Arts (grades K-4, 5-8):

- Understanding the Visual Arts in Relation to History and Cultures
- Making Connections Between Visual Arts and Other Disciplines

For Language Arts - English (grades K-12):

- Evaluation Strategies
- Communication Skills
- Communication Strategies
- Applying Knowledge
- Developing Research Skills
- Multicultural Understanding

For Social Sciences – U.S. History (grades K-4):

- Living and Working Together in Families and Communities, Now and Long Ago
- The History of Peoples of Many Cultures Around the World

For Social Sciences – World History (grades 5-12):

- Era 2: Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE

For Social Sciences – Geography (grades K-12):

- The World in Spatial Terms
- Places and Regions
- Physical Systems
- Human Systems
- Environment and Society
- Uses of Geography

For Science (grades K-4, 5-8):

- Science as Inquiry
- Life Science
- Science in Personal and Social Perspectives

Partial List of Museum Objects in Lesson:

- | | |
|---|-----------|
| • <i>Relief of Agricultural Scenes</i> | 1930.736 |
| • <i>Relief of Spearing fish</i> | 1949.499 |
| • <i>Statue of Amenemhat III</i> | 1960.56 |
| • <i>Detail, coffin of Nesykhonsu</i> | 1914.714 |
| • <i>Arched Sistrum</i> | 1920.1990 |
| • <i>Nome Gods Bearing Offerings Relief</i> | 1976.51 |

Prior to the Lesson:

Ask students to locate the country of Egypt on a map or globe and identify important geographical characteristics, such as the Nile River, the river delta, and location of desert areas.

Selected Vocabulary:

Ancient – of, or belonging to, earliest known civilizations.

Akhet – Egyptian name for the inundation, or time of flooding, of the Nile River.

Artifact – anything made by human skill or work.

Civilization – the culture and ways of living of a people or nation.

Delta – triangular area of fertile land at the mouth of a river formed from sediment deposits.

Desert – a dry, barren region that is usually sandy and without trees.

Deshret – Egyptian name for the desert, or Red Land.

Faience- Egyptian faience is not clay but a ceramic consisting almost entirely of quartz, the silica (sand) material of which glass is made.

Flax – a plant that Egyptians grew for its fibers, which were used to weave linen for clothing and sails for boats.

Fertility – the bearing of seeds, fruits, crops, or young.

Hieroglyph – a picture, character, or symbol that represents a word, idea, or sound.

Inundation – the “akhet,” the season during which the rising waters of the Nile covered the flood plain, depositing nutrient-rich silt.

Irrigation – supplying land with water by using ditches, sprinkling, etc.

Kemet – ancient Egyptian name for the fertile land along the Nile, or the Black Land.

Kilt – skirt-like garment worn by men was wrapped around the waist and held in place with a belt or knot.

Nile – a river in East Africa that flows north from its headstream near Lake Victoria into the Mediterranean. The longest river in the world.

Papyrus – common Egyptian plant whose reeds were used to make a writing material similar to paper, also called papyrus.

Peret - Egyptian name for the growing season, from October until March or April.

Raised Relief – a type of two-dimensional sculpture in which the figures stand out from the background, or are sunken into the background.

Senet – an ancient Egyptian board game.

Shawabty – miniature servant placed in the tomb to take the dead person’s place, should the person be called upon to do labor in the afterlife.

Shemu – Egyptian name for the harvest and following period of drought.

Sistrum – rhythm instrument shaken like a rattle.

Wedjat Eye – ancient Egyptian symbol that, when painted on the side of a coffin, allowed the mummy to observe the rising sun, a symbol of rebirth.

Post-lesson Teaching Extensions:

1. Geography: Map skills

Make photocopies of the enclosed map sheets for students to complete. Older students can add important sites in ancient Egypt, such as Memphis, Thebes, Saqqara, Dashur, Valley of the Kings and Giza.

Materials needed: *photocopies of map sheet, pencils, crayons.*

2. Language Arts: Nome Gods Relief

This drawing depicts a detail from a painted limestone wall relief. It was part of a temple built during the reign of Amenhotep III, a New Kingdom pharaoh. Most reliefs have lost their original paint through exposure to air, sunlight, and water. It is believed that this relief has much of its original color because it was not exposed, but covered up by another wall.

Make photocopies of the enclosed drawing for students to color. For authenticity, they can use the same colors found in the original: red, yellow, black, green, blue, orange, brown, white, gray, pink. Students can write an accompanying story from one of the following viewpoints:

- the archaeologist who discovered this wall
- the artist who made this relief
- the king who had this temple built

Materials needed: *photocopies of Nome Gods relief, colored pencils or crayons, writing paper, pencils.*

3. *Language Arts: Egyptian Vocabulary Reinforcement*

Photocopy the enclosed word search for students to complete. Ask students to choose five words and write definitions on a separate piece of paper.

Materials needed: *photocopies of Daily Life Word Hunt, answer key, pencils, ruled paper.*

4. *Science: Gifts of the Nile Experiment*

Using the guidelines on the enclosed *Gifts of the Nile* sheet, students can conduct an experiment on the effect of water on the plant growth. At the beginning of the experiment, ask students to write down what they think will happen. When it is completed, have students compare their results to their predictions. Brainstorm on what might be done to improve the growth of the plants that received less water. What methods did the Egyptians use?

Materials needed: *Gifts of the Nile instruction sheet, 2 small cups per student, potting soil, sand, watering can, large foil trays for holding cups, grass seed, adhesive labels (2 for each student), soil scoop.*

5. *Science: Egyptian foods*

The chief crops of ancient Egypt were barley and emmer wheat, which the Egyptians used to make bread. Up to 50 different types of bread may have been produced for eating and offerings. Some loaves were baked in clay pots that were heated in charcoal fires. Look for oval shaped loaves of bread in the offering scene painted on Nesykhonsu's coffin in the distance learning lesson.

Students can identify the food family in which bread belongs, then identify dietary staples from other societies and cultures from around the world and chart the food families of those foods (e.g. rice, wheat, corn, etc.).

Follow the instructions on the *Ancient Egyptian Recipes* sheet to make food similar to that eaten in ancient times.

Materials needed: (lentils and onions) *lentils, onion, garlic, olive oil, salt, pot, chopping knife, measuring cup, measuring spoon, wooden spoon, stovetop or electric burner.* (bread) *measuring cup, measuring spoon, mixing bowl, baking sheet, dishcloth, oven, whole wheat flour, water, salt, raisins or dates.*

Suggested Reading:

Buchanan, Penelope D. *In the Spell of an Ibis*. The Cleveland Museum of Art. 2004.
available online at <http://store.cmastore.org/inspellofibis.html>

Defrates, Joanna. *What Do We Know about the Ancient Egyptians?* Peter Bedrick Books, 1992.

Grant, Neil. *The Egyptians*. Oxford University Press, 1993.

Harris, Geraldine. *Ancient Egypt*. Facts on File, 1990.

Harris, Geraldine. *Gods and Pharaohs from Egyptian Mythology*. Peter Bedrick Books, 1993.

Morley, Jacqueline. *How Would You Survive as an Ancient Egyptian?* Franklin Watts Inc. 1995.

Steedman, Scott. Steele, Philip (Editor). *The Egyptian News*. Candlewick Press. 2000.

Tiano, Oliver. *Ramses II and Egypt*. Henry Holt and Co., 1995.

Unstead, R.J. *An Egyptian Town* (revised edition). Warwick Press. 1986.

Websites of Interest:

- The British Museum website includes information and interactive games on Egyptian life, gods and goddesses, mummification and writing. Play senet, an Egyptian board game.
<http://www.ancientegypt.co.uk/>
- Guardians Ancient Egypt Kid Connection includes links to fun, interactive websites.
www.guardians.net/egypt
- Color Tour of Egypt from the Institute of Egyptian Art and Archaeology, The University of Memphis.
<http://www.memphis.edu/egypt/egypt.php>
- Odyssey Online: Egypt <http://carlos.emory.edu/ODYSSEY/EGYPT/homepg.html>
- NOVA Online Adventure – Mysteries of the Nile. Includes an illustrated timeline that traces Egyptian history. <http://www.pbs.org/wgbh/nova/egypt/>

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Daily Life Comparison Chart

What's the Big Difference?

Daily Life in Ancient Egypt vs. Modern America



Egypt

United States

Food		
Clothes		
Shelter		
Fun		

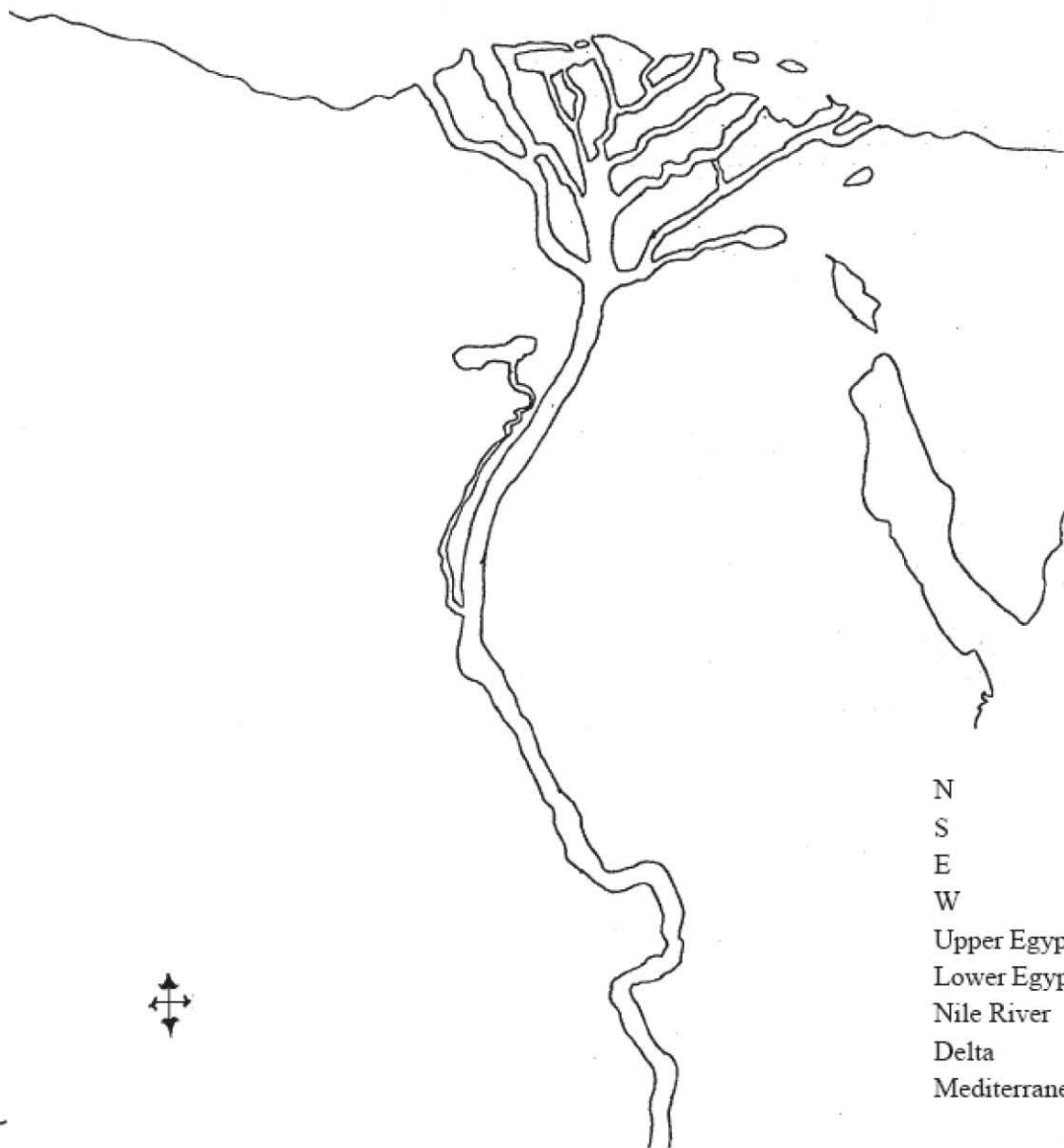
Name _____

Date _____

Map Skills Worksheet

"Wadi" you know about the Land of Egypt?

Found on the shelf of an ancient shop in the lost city of Dwebes... an unfinished map by scribe-in-training Wadi Phufu. Complete the map by coloring areas of water blue, desert areas red, and the fertile area along the Nile green (Wadi would have called it "Kemet," the Black Land). Use the words listed below to label the map.



N
S
E
W
Upper Egypt
Lower Egypt
Nile River
Delta
Mediterranean Sea

Nome Gods Worksheet



Nome Gods Bearing Offerings

This drawing shows just a part of a large painted wall relief from an Egyptian temple built over 30 centuries ago!

This nome god, identified by the falcon on his head, represents one of the regional gods of Egypt (imagine if each of our states had its own god!). He is carrying a mat heaped with offerings from his area: birds, plants, and food.

Can you find where the artist drew a duck nipping the oryx?

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Daily Life Word Hunt

I L T Z G E Y B B R F H H X M
L R A N I P R M A N P U U S S
I D R U E E U P X Y E G Y P T
M E R I A I A I L A T O U C Y
E L I D G P C G R R L S T C O
S T F B Y A O N E I A F R P R
T A Z R S R T S A V V K T Q P
O Q U J E M E I N T M E U G Y
N S G I W D F X O F T N R T H
E A H D S S Q M X N R K L L I
R C W E E L I N C U S J S I Q
F I A D Q A Y U P M U Y D K A
T R I N U N D A T I O N M R I
L F T G X A O J T E R H S E D
G A I U M P H X J P S U H D F

AFRICA

ANCIENT

BREAD

DELTA

DESERT

DESHRET

EGYPT

FLAX

HIEROGLYPH

INUNDATION

IRRIGATION

KILT

LIMESTONE

NILE

PAPYRUS

RIVER



Daily Life Word Hunt Answer Key

I	+	T	+	+	+	+	B	+	+	+	H	+	+	+
L	R	+	N	+	+	R	+	+	+	P	+	+	+	+
I	D	R	+	E	E	+	P	X	Y	E	G	Y	P	T
M	E	+	I	A	I	A	+	L	A	T	+	+	+	+
E	L	+	D	G	P	C	G	R	R	L	+	+	+	+
S	T	+	+	Y	A	O	N	E	I	+	F	+	+	+
T	A	+	R	+	R	T	S	A	+	V	+	+	+	+
O	+	U	+	E	+	E	I	+	+	+	E	+	+	+
N	S	+	I	+	D	+	+	O	+	+	+	R	T	+
E	A	H	+	+	+	+	+	+	N	+	+	+	L	+
+	C	+	+	E	L	I	N	+	+	+	+	+	I	+
+	I	+	+	+	+	+	+	+	+	+	+	+	K	+
+	R	I	N	U	N	D	A	T	I	O	N	+	+	+
+	F	+	+	+	+	+	+	T	E	R	H	S	E	D
+	A	+	+	+	+	+	+	+	+	+	+	+	+	+

(Over,Down,Direction)

AFRICA (2,15,N)

ANCIENT (9,7,NW)

BREAD (8,1,SW)

DELTA (2,3,S)

DESERT (6,9,NE)

DESHRET (15,14,W)

EGYPT (11,3,E)

FLAX (12,6,NW)

HIEROGLYPH (3,10,NE)

INUNDATION (3,13,E)

IRRIGATION (1,1,SE)

KILT (14,12,N)

LIMESTONE (1,2,S)

NILE (8,11,W)

PAPYRUS (8,3,SW)

RIVER (9,5,SE)

Gifts of the Nile Experiment

EGYPTOMANIA: INTRODUCTION TO DAILY LIFE

Gifts of the Nile

Silt vs. Sand

Egypt is a land with a hot sunny climate and little rainfall. Most ancient Egyptians lived in the delta region or along the banks of the Nile River, where the land and water created a rich farmland. Each year the Nile would overflow its banks, bringing a fertile layer of silt to the delta lands and valleys of the flood plain. The time of flooding was called the inundation. This activity illustrates the importance of the nutrient-bearing waters of the Nile's annual flood.

Materials needed:

- ☐ 2 small clear plastic bathroom cups for each student
- ☐ potting soil
- ☐ play sand
- ☐ watering can
- ☐ aluminum or styrofoam trays for holding cups
- ☐ grass seed
- ☐ adhesive labels (two for each students)
- ☐ scoops for potting soil, play sand, and small spoon for sprinkling grass seed

Directions:

Student prints his or her name and the word DELTA on one label. On the second label student also prints his or her name and the word DESERT. Student places the label for DELTA on one cup, and the label for DESERT on the other.

Fill the DELTA cup with potting soil and the DESERT cup with sand. Plant an equal number of seeds in each cup. Place trays with cups in a sunny spot.

Water all cups every second day for 10 days or until seeds sprout. After 10 days stop watering the cups marked DESERT, but continue watering the cups marked DELTA.

Soon students should see the importance of water and fertile soil on plant production, as the grass seed in the watered potting soil flourishes. Students should record the heights of the plants in each growing condition at five-day intervals. At the end of the experiment students can discuss the differences between the delta and the desert and try to think of other factors that would also influence agricultural production.

Name _____

Gifts of the Nile Plant Growth Record

	Delta	Desert
Day 5	_____	_____
Day 10	_____	_____
Day 15	_____	_____

Observations:

Ancient Egyptian Recipes

The Cleveland Museum of Art Distance Learning Program

EGYPTOMANIA : INTRODUCTION TO DAILY LIFE

Ancient Egyptian Recipes

The ancient Egyptians ate very little meat, so grains were the staple of the diet. It was not unusual to eat the same food day after day. Special dishes were served for holidays and celebrations. Lentil beans were stewed and emmer wheat was ground to make a coarse bread. The recipes below are very close to what the ancient Egyptians might have eaten. They are simplified with some modern ingredients to make them easy enough to prepare and serve to your class.

Lentils and Onions

- 1 cup lentils (washed)
- 1 large onion, finely chopped
- 2 garlic cloves, minced
- $\frac{1}{4}$ cup olive oil
- 3 $\frac{1}{2}$ cups boiling water
- $\frac{1}{2}$ teaspoon salt, or to taste

In a large pot, heat oil and saute onion and garlic a few minutes until onions are soft and translucent. Add lentils and stir a few minutes, then cover with water, and add salt. Cover pot and simmer one and a half hours or until lentils are tender. Can be served hot or cold.

Egyptian Bread

- 3 $\frac{1}{4}$ cups of whole wheat flour
- 1 cup minus 2 tablespoons of water
- $\frac{1}{2}$ teaspoon of salt

If you want, add dates or raisins - yum!

Pour the flour and salt in a bowl. Start mixing, then add the water in small amounts. Knead the dough (mash it up with your hands) and make small balls or triangles. Cover the dough with a cloth and let it sit overnight. The next day, bake it in the oven for 30 minutes at 350 °.

Daily Life Review Worksheet

EGYPTOMANIA : INTRODUCTION TO DAILY LIFE

Review Questions

1. Why was the Nile River so important to the people who lived in Egypt?

2. The Egyptians' name for the fertile land along the Nile was: (choose one)

- a. The Green Land b. The Black Land
c. The Red Land d. The Disney Land

3. The ancient Egyptians had three seasons: *Akhet, Peret, and Shemu*

The flooding season was called _____

The season for planting and growing was _____

The time of drought was called _____

4. Name three plants that were used for food in ancient Egypt and are still grown today:

- a. _____
b. _____
c. _____

5. Statues in ancient Egypt were carved from: (choose one)

- a. Zinc b. Granite c. Playdough d. Steel

6. Why do you think we know so much about the ancient Egyptians, even though they lived more than 3,000 years ago?

Vocabulary Math Worksheet

Solve the equations below and match the answers to the letters of the alphabet. Then use the letters to fill in the blanks that match that number in the sentences below.

$60 \div 2 \times 3 =$ ____	A	$500 \div 4 \times 0 =$ ____	L
$7 + 7 - 5 - 2 =$ ____	C	$75 \times 4 \div 6 =$ ____	V
$756 - 746 + 12 =$ ____	E	$18 + 18 - (36 \div 6) =$ ____	K
$880 \div 11 \div 4 =$ ____	N	$4 \times 4 \times 4 =$ ____	F
$6 \times 12 \div 9 =$ ____	P	$12 \times 12 \div 12 =$ ____	Q
$15 + 15 + 60 \div 2 =$ ____	R	$40 \times \frac{1}{2} + 9 =$ ____	S
$55 - 10 + 8 - 6 =$ ____	W	$(400 - 25) \div 5 =$ ____	H
$(1258 + 242) \div 100 =$ ____	U	$90 + 90 - 90 - 1 =$ ____	D
$\frac{1}{4} + \frac{3}{8} + \frac{1}{8} + \frac{1}{4} =$ ____	G	$87 - 12 - 8 =$ ____	Z
$240 \div 24 + 240 \div 10 =$ ____	Y	$8 \times 3 \div 12 =$ ____	T
$(525 - 35) \div 7 =$ ____	M	$1000 \div 10 \div 10 =$ ____	X
$125 \div 5 \div 5 =$ ____	J	$4 + 4 + 16 \div 4 =$ ____	B
$10 \times 8 \div 2 =$ ____	I	$3 \times 3 \times 3 + 4 =$ ____	O

The colors in ancient Egyptian dyes and paints were made with _____.
8 40 1 70 22 20 2 29

Paper made from reeds that grew along the Nile was called _____.
8 90 8 25 45 15 29

A very dry climate is _____.
90 45 40 89

Steering a boat from one place to another is _____.
20 90 50 40 1 90 2 40 31 20

A very advanced society is _____.
29 31 8 75 40 29 2 40 7 90 2 22 89

Word for adding nutrients to the soil _____.
64 22 45 2 40 0 40 67 22

A series of steps used to measure the height of the Nile is called _____.
20 40 0 31 70 22 2 22 45

The annual flooding of the Nile valley was called the _____.
40 20 15 20 89 90 2 40 31 20

Device that made it easier to draw water from the Nile _____.
29 75 90 89 15 64

An Egyptian ceramic material _____.
64 90 40 22 20 7 22

Your name _____

Vocabulary Math Answers

Solve the equations below and match the answers to the letters of the alphabet. Then use the letters to fill in the blanks that match that number in the sentences below.

$60 \div 2 \times 3 =$	<u>90</u>	A	$500 \div 4 \times 0 =$	<u>0</u>	L
$7 + 7 - 5 - 2 =$	<u>7</u>	C	$75 \times 4 \div 6 =$	<u>50</u>	V
$756 - 746 + 12 =$	<u>22</u>	E	$18 + 18 - (36 \div 6) =$	<u>30</u>	K
$880 \div 11 \div 4 =$	<u>20</u>	N	$4 \times 4 \times 4 =$	<u>64</u>	F
$6 \times 12 \div 9 =$	<u>8</u>	P	$12 \times 12 \div 12 =$	<u>12</u>	Q
$15 + 15 + 60 \div 2 =$	<u>45</u>	R	$40 \times \frac{1}{2} + 9 =$	<u>29</u>	S
$55 - 10 + 8 - 6 =$	<u>47</u>	W	$(400 - 25) \div 5 =$	<u>75</u>	H
$(1258 + 242) \div 100 =$	<u>15</u>	U	$90 + 90 - 90 - 1 =$	<u>89</u>	D
$\frac{1}{4} + \frac{3}{8} + \frac{1}{8} + \frac{1}{4} =$	<u>1</u>	G	$87 - 12 - 8 =$	<u>67</u>	Z
$240 \div 24 + 240 \div 10 =$	<u>25</u>	Y	$8 \times 3 \div 12 =$	<u>2</u>	T
$(525 - 35) \div 7 =$	<u>70</u>	M	$1000 \div 10 \div 10 =$	<u>10</u>	X
$125 \div 5 \div 5 =$	<u>5</u>	J	$4 + 4 + 16 \div 4 =$	<u>6</u>	B
$10 \times 8 \div 2 =$	<u>40</u>	I	$3 \times 3 \times 3 + 4 =$	<u>31</u>	O

The colors in ancient Egyptian dyes and paints were made with P I G M E N T S.
8 40 1 70 22 20 2 29

Paper made from reeds that grew along the Nile was called P A P Y R U S.
8 90 8 25 45 15 29.

A very dry climate is A R I D.
90 45 40 89

Steering a boat from one place to another is N A V I G A T I O N.
20 90 50 40 1 90 2 40 31 20

A very advanced society is S O P H I S T I C A T E D.
29 31 8 75 40 29 2 40 7 90 2 22 89

Word for adding nutrients to the soil F E R T I L I Z E.
64 22 45 2 40 0 40 67 22

A series of steps used to measure the height of the Nile is called N I L O M E T E R.
20 40 0 31 70 22 2 22 45

The annual flooding of the Nile valley was called the I N U N D A T I O N.
40 20 15 20 89 90 2 40 31 20

Device that made it easier to draw water from the Nile S H A D U F.
29 75 90 89 15 64

An Egyptian ceramic material F A I E N C E.
64 90 40 22 20 7 22

Bartering

The ancient Egyptians didn't develop a monetary system, so there was no need for coins or currency. Instead, the exchange of goods and services was accomplished using the barter system: ancient Egyptian farmers simply traded their goods for supplies. Many people still practice this today when they exchange favors or trade collectible items like baseball cards.

For this activity, in the first column list eight to ten goods or services that you or your family have to pay for. In the second column, list how you might arrange this transaction without money.

Materials or services that you must pay for:	How could this exchange be accomplished without money?

Your name _____

Create a “Theban Times” Newspaper

Requirements:

1. Design a masthead for the front page.
2. Use at least one sheet of legal-sized paper, folded into four pages.
3. Must contain at least three articles.
4. Must also contain at least two of the following sections:
 - Advertisements
 - Classified
 - Comics
 - Editorial
 - Entertainment
 - Obituary
 - Religion
 - Sports
 - Weather

All articles and section features must be written as if you were an ancient Egyptian news person reporting the events of that time period. Use a real newspaper to guide you.

Measure for Measure

Ancient Egyptians used a measurement called a cubit. A cubit was measured from the tip of a person's middle finger to the elbow. This means of measuring was not completely accurate but was a standard measurement used throughout the kingdom. Today, in the English measuring system, a cubit is estimated at 18 inches.

The length of a cubit varied in the ancient world

Egyptian cubit = 20.7 inches

Roman cubit = 17.5 inches

Greek cubit = 18.2 inches

Biblical cubit = 17.5 inches

Based on those figures, what is the average length of the ancient cubit in inches? _____

Today we use yardsticks and tape measures divided into feet and inches to determine distances. The ancient Egyptians used long ropes with a series of tied knots to mark each cubit.

For this activity students should work in pairs. Each pair will need a 2-ft. piece of rope or string. To make the cubit rope, tie a knot at one end of the string and place the knot at the tip of the middle finger of one member of the team. Next, measure down the arm to the tip of the elbow and tie another knot there. This establishes the length of the cubit. Because classmates' arms are all different lengths, the length of the cubit will vary from person to person, just as it did in the ancient world from culture to culture. Using your cubit rope, measure the objects on the following list. After the measurements are taken in cubits, students should convert the data to standard measure. Students can compare their final measurements. Partial cubits will have to be estimated. Change inches to feet when possible.

Length of cubit in inches _____ X number of cubits = _____ feet _____ inches

Object to measure	Cubits	Standard measurement
Desk, perimeter	_____	_____
Door frame, perimeter	_____	_____
Window, perimeter	_____	_____
Classroom, perimeter and area	_____	_____
Height of partner	_____	_____
Locker, perimeter and volume	_____	_____
Basketball, circumference	_____	_____
Distance from class to cafeteria	_____	_____
Playground, length and width	_____	_____

Your name _____

Selected Images



Relief of Agricultural Scenes, c. 2311-2281 BC

Egypt, Saqqara, Old Kingdom, early Dynasty 6,

Painted limestone

1930.736



Detail of Coffin of Nesykhonsu, c. 976-889 BC

Egypt, Thebes, Third Intermediate Period, late Dynasty 21 (1069-945 BC) to early Dynasty 22 (945-715 BC)

gessoed and painted sycamore fig,

1914.714



Arched Sistrum, 380-343 BC

Egypt, Late Period, Dynasty 30

bronze, hollow cast,

1920.1990



Striding Statue of Minnefer, c. 2377-2311 BC

Egypt, Giza, Old Kingdom, Late Dynasty 5

painted limestone, 1948.420

The Cleveland Museum of Art Distance Learning Evaluation Form

Your Name _____

Your School

School Address (with zip code)

E-mail Address

Grade/Class of students (e.g. 10th grade French)

Program Title _____

Program Date _____

Thank you so much for your participation in our distance learning program. We would appreciate your response to these questions by circling the appropriate answer and returning the survey. Please Mail or Fax to Dale Hilton at 216-421-9277

5= Strongly Agree 4= Agree 3= Neither Agree nor Disagree

2= Disagree **1= Strongly Disagree**

1. The teacher information packet was helpful for preparing my class and me for the distance learning lesson.

5 4 3 2 1

2. The teaching style of the on-camera instructor was interesting, engaging and fostered interaction.

5 4 3 2 1

3. The Teacher Information Packet was helpful in providing interdisciplinary extension activities that I did use or plan to use.

5 4 3 2 1

4. The distance learning lesson successfully taught its objectives.

5 4 3 2 1

5. The distance learning lesson was not interrupted by technical difficulties.

5 4 3 2 1

6. The pre-requisites the distance learning lesson and extensions are aligned with The National Education standards.

5 4 3 2 1

7. I plan to register for another distance learning lesson.

(circle one)

Yes

No

If no, why? _____

8. I would like more information about The Cleveland Museum of Art's Teacher Resource Center.

(circle one)

Yes

No

9. Why did you choose The Cleveland Museum of Art Distance Learning?

(circle one)

- a.) Price Point
- b.) Quality of lessons
- c.) Selection of lessons
- d.) Ease of working with CMA
- e.) Other

10. How did you hear about The Cleveland Museum of Art Distance Learning program?

(circle all that apply)

- a.) CMA inservice
- b.) CILC
- c.) TWICE
- d.) Conference
- e.) Brochure
- f.) The Cleveland Museum of Art website
- g.) The Teacher Resource Center
- h.) Other

11. Do you have any additional comments about the distance learning lesson?

Please return the completed teacher evaluation form to:

**Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106**

Or fax to Dale Hilton at 216-421-9277